

PARTICIPATORY EVALUATION WORKSHOPS:

INVOLVING PROGRAM STAKEHOLDERS IN THE EVALUATION PROCESS

*Report of Trainings Held in
La Paz, Bolivia
July 26 - 30, 1999
and
Petion Ville, Haiti
August 9-13, 1999*



Child Survival Technical Support



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Patricia Haggerty and Sandra Bertoli led the CSTS coordination team, assisted by Laura Kearns, Leo Ryan and Molly Delaney. Rikki Welch and Deborah Kumper coordinated materials and logistics.

CSTS cosponsored regional workshops on participatory monitoring and evaluation for CS project field managers, their partners and HQ backstoppers in July and August 1999. CARE and PROCOSI, the Network for Integrated Health projects in Bolivia, assisted CSTS in organizing a workshop in Spanish in La Paz, Bolivia for 17 participants from CS projects in Central and Latin America. CSTS was assisted



INTRODUCTION

by CARE and the Institut Haitien de Santé Communautaire (INHSAC) to host a workshop in French for the five CS projects in Haiti and the AFRICARE CS project in Benin. Twenty-five participants were included in the workshop in Haiti.

In addition to developing capacity of CS project teams (field project manager, partner and HQ), these workshops facilitated networking and mutual learning within the region.

Each workshop focused on the development of monitoring and evaluation skills by the project interventionists at all stages—ranging from identification of key evaluation questions to the utilization of the information for improvement of the project. The use of qualitative in addition to quantitative data for examining strategies as well as the interventions and progress towards results was stressed. It is hoped that this approach will contribute to the objective that evaluation data will be used and acted upon and ultimately, local people will routinely make decisions based on data and information they compile to address issues they identify.

Those projects carrying out MTEs in 1999 were of particular interest as the BHR/PVC MTE Guidelines clearly identify the benefits of a high level of participation by all actors. It will be useful to see how these projects interpret and use participatory evaluation methodology in carrying out the MTE and in the follow up Action Plans.

These workshops took place in the larger context of CSTS ongoing efforts to establish learning partnerships at all levels of CS projects. The idea of “learning partnerships” is adopted from the concept of a “learning organization,” which Peter Senge describes as a place “where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective action is set free, and where people are continually learning how to learn together”.¹

In learning organizations, there is a shift to new ways of seeing issues and challenges that face the organization including the organization’s strengths, weaknesses, systems, structures, decision making, the environment in which the organization operates and how the organization relates to the environment.

¹ *The Fifth Discipline: The Art and Practice of the Learning Organization* by Peter M. Senge (New York: Doubleday, 1990, p. 3.

During the workshops, evaluations driven by outside evaluators were compared to those in which the project stakeholders play a large role in designing evaluation questions, and collecting and analyzing data to answer these questions. The utilization of the resulting information for decision making relating to strategies, objectives, and ongoing activities was judged to be noticeably greater in projects with high participation in the evaluation process. The advantages of monitoring systems based on the concept of continuous learning were also discussed and illustrated.

The promise of the learning organization is in dealing with dynamic complexity. In its ability to marshal the mental and creative power of organizational members (who have learned to “see” systemically), learning organizations are better able to “think” insightfully about complex issues, and to produce innovative, coordinated action.

As CS projects now work with local NGO partners and MOH partners, there are many divergent factors which are constantly reorienting as in a kaleidoscope and which impinge on the project activities and outcomes. Projects are continuously building relationships and partnerships with a changing set of actors. Project stakeholders need to be flexible and capable of making adjustments and changes to take advantage of new opportunities or to reorient interventions or experiment with new strategies. Creative problem solving is also an important skill that project teams increasingly need to develop and promote to empower local actors to function in the face of a myriad of challenges.

Working together in different small groups with members of other projects during the workshops allowed the participants to see the issues and possible strategies from a number of perspectives. Learning and sharing with other projects will hopefully provide staff with skills to be participatory in monitoring and evaluation activities as well as other aspects of project design and management.

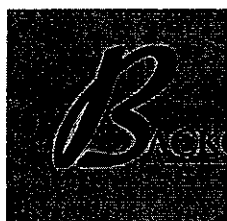
Learning organizations have the intrinsic capacity and tools to create and foster creativity and innovation (change). Through the promotion of learning partnerships, CSTS hopes to facilitate interactions, which result in creative uses of resources that are inclusive of all key partners.

A primary objective of the Child Survival Technical Support Project (CSTS) project is to strengthen the capacity of PVOs to implement child survival projects. A second objective is to develop and strengthen partnerships and sharing between PVOs.



ACRONYMS

BHR/PVC	Bureau for Humanitarian Response/Office of Private and Voluntary Cooperation
CARE	Cooperative for Assistance & Relief Everywhere
CIES	Centro de Investigacion, Educacion, y Servicios
CRS	Catholic Relief Services
CS	Child Survival
CSTS	Child Survival Technical Support
HQ	Headquarters
INHSAC	Institut Haïtien de Santé Communautaire
M&E	Monitoring and Evaluation
MTE	Mid-Term Evaluation
PLA	Participatory Learning and Action
PRA	Participatory Rural Appraisal
PROCOSI	Programa de Coordinacion en Salud Integral
PVO	Private Voluntary Organization
USAID	United States Agency for International Development



BACKGROUND

In the implementation of child survival projects by PVOs supported by USAID/BHR/PVC, monitoring and evaluation are key functions. PVO monitoring and evaluation activities are intended to contribute to ongoing project and organizational learning, in addition to providing information for accountability purposes,

Effective monitoring and evaluation (M&E) by PVOs, requires that PVO staff and their partners involved in implementing CS projects, have skills in the use of appropriate M&E methods, and that they know how to use information collected, to make decisions to improve implementation of the program at different levels. The approach and methods used by the PVOs to monitor and evaluate their child survival interventions vary considerably. However, in many cases, the focus is on the collection of quantitative data and the documentation of quantitative project outcomes. PVO staff often say that the information they collect is not adequate in terms of the programmatic decisions they must make on an ongoing basis. In addition, in most PVOs responsibility for conducting evaluations is delegated primarily to outside consultants.

In the revised BHR/PVC Guidelines for Conducting Mid-Term Evaluations (MTE), for Child Survival Projects (March 1999), it is stated that the focus of the mid-term evaluation should be on analyzing the project implementation process in order to determine the appropriateness of the strategies used and the quality of the activities carried out. This focus suggests the need for the use of qualitative evaluation methods. The guidelines clearly state that through the MTE process, lessons should be formulated that will help strengthen project strategies in the second half of the project implementation period. The guidelines also recommend that various project actors and collaborators be involved in the evaluation process. The involvement of PVO staff, along with their partner organizations, is intended to strengthen understanding and collaboration between them.

CSTS consultant, Dr. Judi Aubel, has been involved with developing and using an innovative, participatory methodology for conducting PVO health sector evaluations. The methodology has been used in numerous evaluations, both by Dr. Aubel and by other PVO evaluation consultants, and has led to very positive outcomes in terms of both individual capacity-building and organizational learning. In 1994, Catholic Relief Services (CRS) published a manual on the participatory evaluation methodology developed by Dr. Aubel. While the manual has been used to some extent by CRS and other NGOs, its usefulness has been limited because it was only available in English until recently. For the purpose of the workshops described

below, the manual was revised and translated into Spanish and French, with combined support from CSTS and CRS.

The decision to conduct a workshop in Latin America and Haiti on the use of the participatory methodology was due to the number of PVOs which are implementing child survival projects funded by BHR/PVC in these areas. The decision to hold the workshop in Bolivia was that both CARE/Bolivia and PROCOSI, a Bolivian network of NGOs involved in USAID funded health projects, expressed interest in and provided their support for the training event.

The methodology has been used in numerous projects funded by BHR/PVC in Haiti and CARE Haiti expressed interest in and promised their support for the training event.

Goal and objectives of the workshop

The goal of the five-day workshop was to develop knowledge and skills required to evaluate community health and development programs using a participatory, stakeholder-driven methodology.

The workshop focused on the 7 phases and 20 steps in the participatory methodology described in the manual entitled, "Participatory Evaluation: Involving Program Stakeholders in Program Evaluation." The workshop objectives dealt with various types of knowledge and skills that are required to use the 20-step methodology. (See Appendix I: Workshop goal and objectives.)

Workshop site and dates

BOLIVIA

The workshop was held at PROCOSI (Programa de Coordinacion en Salud Integral) in the center of La Paz, July 26-30, 1999. PROCOSI is a network of 24 international and national NGOs working in the health field in Bolivia. When PROCOSI was initially established in 1988, the organizations, which were invited to join, were those working in Child Survival. The organization later expanded its scope to support organizations working in the area of "Integrated Health." PROCOSI receives major financial support from USAID/ Bolivia. The USAID resources are used as grants to local NGOs working in health. PROCOSI assesses project proposals presented by local NGOs, and awards, monitors, and evaluates projects carried out by grantees. Project evaluation is an important part of PROCOSI's mandate. This demonstrates their strong interest in hosting and participating in the participatory evaluation workshop.

In addition to PROCOSI, the other local hosts for the La Paz workshop were CARE Bolivia, a PROCOSI member, in conjunction with their Bolivian NGO CIES partner. These two organizations provided invaluable support during the pre-workshop planning phase and logistical support during the workshop.

HAITI

The Haitian workshop was held at the Institut Haïtien National de Santé Communautaire (INHSAC) in Petion Ville, Haiti August 9-13, 1999. This community health training center is assisted by JHPIEGO, and the workshop seemed to be a good fit for the development of the institute itself, as well as assisting PVOs working in child survival.

Workshop participants

BOLIVIA

The 17 workshop participants included PVO staff members and their collaborators from 7 child survival projects and 4 members of the PROCOSI monitoring and evaluation team.

HAITI

The 25 workshop participants included PVO staff members from nine (9) PVOs (seven Haïtian PVOs, AFRICARE/Benin and HKI) and from INHSAC.

Key concepts and topics addressed in the workshop

Some of the key concepts and topics addressed are as follows:

- Demystifying the evaluation process in order to involve program stakeholders from different components/levels of program implementation
- Strategies for involving key program stakeholders at all steps in the evaluation process
- Designing evaluations to respond to the information needs of different categories of program stakeholders
- The roles of an outside "evaluation coordinator" and of "inside program implementers" in a participatory evaluation process
- Attitudes and skills required of an evaluation coordinator to facilitate a participatory evaluation
- Analyzing both program successes and constraints in order to develop lessons for strengthening future programs
- The need to assess program implementation strategies and outcomes at three levels: individual; community; and institutional levels
- The relationship between the participatory methodology and the USAID/BHR/PVC guidelines for midterm evaluations

Pedagogical approach: Participatory active learning

The pedagogical approach used in the workshop was based on adult learning principles and involved the use of a variety of participatory learning activities that included: individual exercises; brain storming; rating exercises; lecturettes; small group discussions; and plenary discussions. One of the main learning tools used was a case

study of a child survival project which was used on multiple occasions as a basis for applying the concepts associated with the different steps in the evaluation methodology.

The workshop in La Paz was co-facilitated by Dr. Jose Ignacio Carreño of PROCOSI. In Petionville, Evelyne Dantica of CARE co-facilitated.

Overview of five-day workshop content

The detailed workshop schedule is found in Appendix II. An overview of the five-day program is provided here.

Day One: In addition to several team-building exercises, the first day of the workshop was devoted to discussion of a number of key concepts related to evaluation: program managers' expectations of program evaluation; factors which contribute to under-utilization of evaluation results; the involvement of "insiders" and "outsiders" in program evaluation; different dimensions of program evaluation; the Process Learning Approach to program implementation and evaluation; and the Experiential Learning Cycle as a framework for evaluation.

Day Two: The second day of the workshop began with an overview of the entire seven-phase evaluation methodology, including the key roles played in the evaluation process. There was a short presentation on the impact of past participatory evaluations on those who participated in them, followed by a series of learning activities related to each of the steps in the evaluation methodology in Phase I (Evaluation pre-planning meetings) and in Phase II (Evaluation Planning Workshop).

Day Three: On the third day of the workshop the remaining phases and steps in the evaluation methodology were dealt with, namely: Phase III (Fieldwork: preparation, data collection & analysis); Phase IV (Workshop to formulate lessons learned); Phase V (Summarizing the evaluation results); Phase VI (Preparing an Action Plan); and Phase VII (Completing the evaluation report, disseminating and discussing the results).

Day Four: After having discussed each of the steps in the evaluation methodology, on the fourth day of the workshop participants: carried out a cost-benefit analysis of the participatory evaluation methodology; developed terms of reference for selecting a consultant to coordinate a participatory evaluation exercise; and discussed strategies for involving community members in ongoing participatory M&E activities. Based on all of the previous sessions, by organization or by project, participants then drafted plans for how they plan to use the concepts discussed in the workshop in order to strengthen their present M&E activities. Lastly, based on participant demand, an extra session on the collection and analysis of qualitative data was incorporated into the workshop in La Paz.

Day Five: During the last day of the workshop in Bolivia the participants visited several community health projects implemented by Bolivian NGOs. The visits not only allowed participants to familiarize themselves with innovative work being carried out by Bolivian PVOs but also allowed them to apply some of the evaluation skills discussed earlier in the workshop. Each group of participants prepared a series of questions, which allowed them to analyze various dimensions of the projects visited. Following the visits, the groups summarized their findings and formulated a series of lessons learned, which were subsequently presented in a final plenary session.

On the last morning of the workshop in Haiti, a session on "community involvement in monitoring and evaluation" included presentations by two Haitian community development workers (from CARE and Concern) who have carried out innovative M&E activities with community members. Later in the morning, workshop participants from each PVO developed an action plan on how to use the concepts and techniques of participatory evaluation to strengthen M&E activities in their ongoing programs. As in Bolivia, these plans were subsequently presented in a final plenary session.

Workshop outcomes

On day four of the workshop, each PVO presented their draft plan for use of workshop M&E methods to strengthen their present/future M&E activities. All of the PVOs, including PROCOSI and INHSAC had specific plans for using M&E concepts and tools presented in the workshop.

PVO action plans for child survival projects: Bolivia

Based on the workshop content, two of the PVOs (Esperanca Peru and CARE/Bolivia with CIES, their local PVO partner) presented their plans to carry out upcoming mid-term evaluations using the participatory methodology. Each of the other PVOs presented plans to use the participatory methodology in various ways including: assessment of health center committees (CARE Peru); internal assessment of community and municipal child survival activities (HOPE/ Peru); and developing an M&E committee with partner organizations (HOPE/Nicaragua).

PROCOSI action plan to support child survival projects in their network

The PROCOSI participants were very enthusiastic about the participatory methodology and the potential for using it to strengthen their present evaluation methods. They are responsible for carrying out both mid-term and final evaluations of all of the child survival projects that they fund. Past evaluations have been primarily quantitative and have involved program stakeholders to a limited extent. Based on the workshop content, they concluded that they should: 1) put much more emphasis on qualitative data collection, both in mid-term and final evaluations; and 2) involve

project stakeholders more systematically in all phases of evaluation planning and implementation.

PROCOSI workshop participants presented their plans to: 1) use the participatory stakeholder-driven evaluation in the two upcoming mid-term evaluations that they will conduct in the coming months with PROCOSI child survival grantees; 2) conduct a workshop with the 24 PROCOSI network members on the participatory evaluation methodology. Following the workshop, Drs. Aubel and Bertoli participated in two meetings at PROCOSI, first with the Executive Director, Bertha Pooley, and then upon her request, with other PROCOSI staff to discuss these follow-up activities.

PVO action plans for child-survival projects: Haiti

As in Bolivia, two of the PVOs (FOCAS, AFRICARE/Benin), presented their plans to carry out upcoming midterm evaluations using the participatory methodology. Other PVOs presented plans to use the participatory methodology in various ways including restitution to partners and project staff of findings and recommendations from recent evaluations.

The action plans of several of the PVOs included strategies to inform other PVO staff members in Haiti, and in their organizational headquarters, about the participatory evaluation methodology. Many participants stated that they might encounter opposition from country-level and/or headquarters-level staff to using the participatory methodology, given that it requires more time and resources than an expert-driven evaluation.

The participant from the Haitian Institute of Community Health plans to use the participatory evaluation methodology in an upcoming institutional assessment of the institute itself.

Evaluation results

At the conclusion of the workshop a written evaluation was completed by each workshop participant. Analysis of the evaluation results shows that there was a very

high level of satisfaction with the workshop. Participants rated the workshop on a scale of 1 (poor) to 5 (excellent). Outcomes are as follows:

Overall quality of the workshop	4.3	4.8
Extent to which the workshop met their expectations	<u>Bolivia</u> 4.6	<u>Haiti</u> 4.7
Accomplishment of workshop objectives	4.7	4.7
Appropriateness of workshop methodology	4.4	4.6
Lead facilitator's knowledge and experience on the workshop topic	4.8	4.8

In addition, in the evaluation form many participants stated that the workshop was a valuable opportunity to meet and share ideas with other child survival PVOs/ projects. Feedback from the workshop in Haiti regarding how the workshop could have been improved included extending the length of the workshop, holding the workshop in a larger room, and using a facility with better air conditioning.

1. Feedback from workshop participants was very positive in terms of the relevance of the workshop content for strengthening M&E activities in their child survival projects. The five-day program appears to be sufficient



CONCLUSIONS AND RECOMMENDATIONS

and appropriate for providing participants with a detailed introduction to the process evaluation methodology.

2. Feedback from participants also showed that the regional workshop constituted a valuable opportunity for PVO child survival staff and collaborators from different countries/projects to share experiences and learn from each other.
3. Based on the positive feedback received from workshop participants, it is recommended that this workshop be carried out with child survival PVO grantees in other regions of the world.
4. The methodology presented in the CRS/CSTS participatory evaluation manual focuses primarily on involving program implementers/staff in planning and conducting a program evaluation. This methodology involves community members to a limited extent. The manual includes one chapter on how community members can be involved in M&E activities on an ongoing basis. However, this chapter is relatively limited in scope and does not cover the wide variety of tools and experiences with PRA and PLA tools, which have been developed in the past few years for this purpose. In the feedback received from workshop participants they expressed interest in having access to more comprehensive guidelines and examples of how community members can be involved in M&E activities.

While a number of manuals/guides exist related to tools for eliciting community participation in M&E activities in the areas of agriculture and natural resource management, such a guide does not exist which specifically deals with health programs/activities. It is suggested that in the future CSTS provide support for development of guidelines on the use of participatory tools for strengthening community capacity to collect and analyze information at all phases of community health activities/ projects.

5. For the purposes of the workshop the CRS-supported document entitled, "Participatory Program Evaluation Manual: Involving Program Stakeholders in the Evaluation Process" (edition no. 2) was translated into Spanish and French. Workshop participants were very pleased to receive the manual that they said "describes steps for carrying out an evaluation in a clear and practical way." In order to facilitate access to the manual on the part of both USAID-funded child survival projects and other health projects, it is recommended that the manual be available on the CSTS Website and that

it also be forwarded to PACT for dissemination through their distribution system. Edition No.1 has been disseminated by PACT for the past 4 years.

APPENDIX I:

Participatory Evaluation Workshop

Goals & Objectives

Workshop Goal:

To develop knowledge and skills required to evaluate community health and development programs using a participatory, stakeholder-driven methodology

Workshop objectives:

1. to define expectations of program evaluation
2. to identify factors which contribute to under-utilization of evaluation results
3. to identify the differences between a Blueprint Approach to program implementation and a Process Learning Approach
4. to identify the differences between an expert-driven evaluation and a participatory stakeholder-driven evaluation
5. to understand the key roles, phases and steps in the participatory evaluation methodology
6. to discuss the impact of past participatory evaluations on capacity building and organizational learning
7. to describe the procedure to follow and the outcomes of each of the 20 steps in the participatory evaluation methodology
8. to discuss the relationship between the participatory evaluation methodology and USAID guidelines for mid-term child survival evaluations
9. to develop five key aspects of a participatory methodology to evaluate a fictitious child survival project 1) visual project framework; 2) identification of evaluation stakeholders; 3) formulation of evaluation questions; 4) identification of data collection techniques and sources; 5) formulation of lessons learned)
10. to identify the costs and benefits of a participatory stakeholder-driven evaluation as compared with a traditional expert-driven evaluation
11. to identify criteria for selection of an evaluation coordinator for a participatory evaluation
12. to discuss limitations and caveats related to the participatory evaluation methodology
13. to discuss strategies for involving community members in ongoing M&E activities
14. to prepare a draft plan for conducting a participatory evaluation of each participant's program/project

APPENDIX II:

PROGRAMA: Taller sobre Evaluacion Participativa
26 – 30 Julio, 1999
La Paz, Bolivia

Lunes 26 de Julio

Session no. 1: INTRODUCCION AL TALLER

9:00-9:15 Bienvenida

9:15-10:00 Presentaciones de los participantes

10:00-10:45 Meta del taller
Expectativas del Taller de parte de los participantes
Presentacion del programa del taller

Session no. 2: EXPECTATIVAS Y OBSTACULOS RELACIONADOS CON LA EVALUACION DE PROGRAMAS

10:45-11:00 Ejercicio en pares

11:00-11:15 Refrigerios

11:15-11:40 Continuacion de la Session 2

Session no. 2A: DIMENSIONES DE LA EVALUACION DE PROGRAMAS

11:40-12:30 Presentacion de las dimensiones de evaluacion
Experiencias de los participantes

12:30-14:00 Almuerzo

Session no. 3: DOS ENFOQUES EN LA IMPLEMENTACION DE PROGRAMAS: EL MARCO DIRECTRIZ O UN PROCESO DE APPRENDIZAJE

14:00-14:30 Presentacion sobre los dos enfoques
Discusion

APPENDIX II

Session no. 4: LAS DIFERENCIAS ENTRE UNA EVALUACION PROMOVIDO POR EXPERTOS Y UNA EVALUACION PROMOVIDO POR LOS EJECUTANTES DE PROGRAMA

14:30-15:20 Ejercicio de grupos

15:20-15:35 Refrigerios

Session no. 5: RESUMEN DE LOS ROLES, FASES Y PASOS EN LA ETODOLOGIA DE EVALUACION PARTICIPATIVA

15:35-16:10 Presentacion y discusion

Session no. 6: IMPACTO DE LAS EVALUACIONES PARTICIPATIVAS LLEVADAS EN EL PASADO

16:10-17:00 Presentacion y discusion

PRESENTACION SOBRE LA ORGANIZACION Y PROGRAMA DE PROCOSI

17:00-17:30 Presentacion y discusion

Martes 27 de Julio

Sesion no. 7: FASE I: REUNIONES DE PRE-PLANIFICACION

8:30-12:30

Introduccion a la Fase I (15 min.)

- Ejercicio en pares

Paso 1: Definir la meta y los objetivos de la evaluacion (50 mins.)

- Presentacion y discusion

Paso 2: Identificar a miembros del equipo de evaluacion (30 mins.)

- Discusion de grupo
- Lluvia de ideas

Paso 3: Planear los aspectos administrativos y logísticos (30 mins.)

- Ejercicio en pares

APPENDIX II

10:30-10:45 Refrigerios

Paso 4: Desarrollar un marco de trabajo del programa

- Ejercicio en grupos

Paso 5: Orientar a los facilitadores del taller de planificación

- Presentación

12:30-14:00 Almuerzo

Sesion no. 8: FASE II: TALLER DE PLANIFICACION DE LA EVALUACION

14:00-17:30

Introducción a la Fase II

Paso 6: Organizar a los participantes en un grupo de trabajo (35 mins.)

- Presentación y discusión

Paso 7: Definir preguntas para la evaluación (120 mins.)

Paso 8: Identificar fuentes de recolección de datos y técnicas a utilizar

- Presentación
- Ejercicio en grupos

Paso 9: Desarrollar instrumentos de recolección de datos (45 mins.)

- Ejercicio en grupos

Paso 10: Finalizar la muestra de recolección de datos y entrevistados (20 mins.)

- Presentación y discusión

Miercoles 28 de julio

8:30-10:30

Sesion no. 9: FASE III: TRABAJO DE CAMPO: PREPARACION, RECOLECCION Y ANALISIS DE DATOS

Paso 11: Preparar equipos de trabajo de campo

- Presentación y discusión

Paso 12: Realizar entrevistas y observaciones

- Discusión en pares

Paso 13: Analizar la información recolectada | JULY-AUGUST 1999

- Presentación y discusión

APPENDIX III:

Programme Pour L'Atelier Sur L' Evaluation Participative

9 au 13 aout, 1999

Petionville, Haiti

Lundi le 9 aout

Séance no. 1: INTRODUCTION A L'ATELIER

9:00 - 9:15 Accueil

9:15 - 10:15 Presentation des participants

10:15 - 11:15 But de l'atelier
Attentes des participants
Presentation du programme de l'atelier

11:15 - 11:30 Pause café

Séance no. 2: ATTENTES ET OBSTACLES LIES A L'EVALUATION DE PROGRAMMES

11:30 - 12:30 Exercice en paires

Séance no. 2A: DIMENSIONS D'UNE EVALUATION DE PROGRAMME

12:30 - 13:30 Presentation et discussion

13:30 - 14:30 Dejeuner

Séance no. 3: DEUX APPROCHES DIFFERENTES A L'EXECUTION DES PROGRAMMES DE DEVELOPPEMENT BASEES SUR LE CADRE DIRECTEUR OU SUR UN PROCESSUS D'APPRENTISSAGE CONTINU

14:30 - 15:15 Presentation et discussion

Séance no. 4: LES DIFFERENCES ENTRE UNE EVALUATION DIRIGEE PAR UN EXPERT ETRANGER AU PROGRAMME ET UNE EVALUATION MENER EN COLLABORATION AVEC LES EXECUTANTS DE PROGRAMME

15:15 - 16:15 Exercice de groupe

APPENDIX III

Mardi le 10 aout

Séance no. 5: Aperçu sur les roles, phases et etapes dans la methodologie d'évaluation participative

8:30 - 9:15 Presentation

Séance no. 6: L'IMPACT DES EVALUATIONS PARTICIPATIVES REALISEES DANS LE PASSEE

9:15 - 10:15 Presentation et discussion

Séance no. 7: PHASE I: REUNIONS DE PRE-PLANIFICATION

10:15 - 10:45 Etape 1: Definir le but et les objectifs d'une evaluation

10:45 - 11:00 Pause café

11:00 - 11:45 Etape 2: Identifier les membres de l'équipe d'évaluation

11:45 - 12:30 Etape 3: Planifier les aspects logistiques et administratifs

12:30 - 13:30 Etape 4: Elaborer une carte visuel del projet

13:30 - 14:30 Dejeuner

14:30 - 15:00 Suite de l'Etape 4

15:00 - 15:20 Orienter les facilitateurs de l'atelier de planification

Séance no. 8: PHASE II: ATELIER DE PLANIFICATION DE L'EVALUATION

15:20 - 16:00 Etape 6: Organiser les participants en groupe de travail

Mercredi le 11 aout

Séance no. 8 La suite

8:30 - 10:30 Etape 7: Definir les questions d'évaluation

10:30 - 10:45 Pause café

10:45 - 11:15 Etape 8: Identifier les sources d'information et les techniques pour le recueillir

APPENDIX III

11:15 - 12:00	Etape 9: Elaborer les instruments de collecte d'information
12:00 - 12:30	Etape 10: Finaliser le choix de l'échantillon
Séance 9:	PHASE III: TRAVAIL DE TERRAIN (PREPARATION, RECEUIL ET ANALYSE D'INFORMATION)
12:30 - 13:00	Etape 11: Preparer les equipes de terrain
13:00 - 13:30	Etape 12: Mener les interviews et les observations
13:30 - 14:30	Dejeuner
14:30 - 15:00	Etape 13: Analyse de l'information recueillie
15:00 - 15:30	Etape 14: Preparer un resume des resultats de l'évaluation
Séance no. 10:	PHASE IV: ATELIER POUR ELABORER DES ENSEIGNEMENTS TIRES
15:30 - 16:00	Etape 15: Elaborer les enseignements tires pour chaque question d'évaluation
Jeudi le 12 aout	
8:30 - 9:30	Etape 15: La suite
9:30 - 9:45	Etape 16: Evaluer la methodologie de l'évaluation
Séance no. 11:	PHASE V: RESUMER LES RESULTATS DE L'EVALUATION
9:45 - 10:00	Etape 17: Resumer les conclusions et enseignements tires de l'évaluation
Séance 12 :	ELABORER UN PLAN D'ACTION
10:00 - 10:15	Etape 18: Elaborer un plan d'action a partir des resultats de l'évaluation
Séance no. 13:	PHASE VII: FINALISER LE RAPPORT D'EVALUATION, DISSEMINER ET DISCUTER LES RESULTATS
10:15 - 10:45	Etape 19: Elaborer le rapport d'évaluation
10:45 - 11:00	Pause café
11 :00 - 12:15	Etape 20: Distribuer et discuter les resultats de l'évaluation

APPENDIX III

Séance no. 14: LE COUT-BENEFICES D'UNE EVALUATION PARTICIPATIVE

12:15 - 13:30 Exercice en groupes

13:30 - 14:30 Dejeuner

14:30 - 14:45 Séance no. 14: La suite

Séance no. 15: Le choix d'un consultant/coordonateur d'une evaluation participative

14:45 - 16:00 Exercice en groupes

Vendredi le 13 aout

Séance no. 16: Participation des membres de la communauté dans les activités de monitoring et evaluation

8:30 - 10:30 Presentation par le facilitateur

Presentations par les participants

10:30 - 10:45 Pause café

Séance no. 17: Elaboration des brouillons des plans d'action

10:45 - 13:00 Travail en groupe par organisation/projet

Presentation par organisation

13:00 - 14:00 Dejeuner

14:00 - 14:30 Evaluation écrite

14:30 - 16:00 Exercices d'evaluation/d'appréciation en groupe

APPENDIX IV:

Workshop Participants

La Paz, Bolivia - July 26 - 30, 1999

PVO	Participant	Address	Phone/Fax	E-Mail
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Care - Bolivia	Irma Carranza		(591 2) 783698	

APPENDIX IV BOLIVIA PARTICIPANTS

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Workshop Participants **Petionville, Haiti - August 9-13, 1999**

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APPENDIX IV HAITI PARTICIPANTS

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APPENDIX V:

Workshop Participants' Cost-Benefit Analysis of Participatory Evaluation (Haiti)

(The information included in the following table is a composite of the ideas expressed by workshop participants in a small-group exercise.)

L'analyse de cout-benefices des evaluations participatives (comparees aux evaluations traditionnelles)

Les couts	Les benefices
<ul style="list-style-type: none"> • Du temps (a peu pres quatre semaines) • Ressources humaines • Ressources techniques en recherche qualitative, gestion de groupes, communication interpersonnelle. • Ressources materielles (papier, chemises, ordinateurs, imprimante) • Ressources financieres • Salle de reunion • Hebergement/restauration • Moyens de communication • Une planification prealable detaillee • Un grand nombre de personnes est mobilise ce qui affecte le travail quotidien • Moyens logistiques • Support administratif • Expert externe 	<ul style="list-style-type: none"> • Permet acquerir des enseignements pour ameliorer le programme. • Permet former des partenaires qui n'etaient pas bien integres dans le programme avant. • Renforce la collaboration avec les partenaires. • Ameliore la comprehension de l'ensemble du programme de part des acteurs/partenaires du programme. • Renforce la communication entre les personnes impliquees au differents niveaux du programme. • Constitue un processus de developpe-ment pour l'organisation/l'agence • Rend le personnel du programme plus competent et motive, et mieux arme pour atteindre les objectifs du projet. • Les resultats de l'evaluation sont plus fiables parce que differents acteurs du programme ont participe a leur formulation. • Plus forte motivation de la part des acteurs du programme a participer dans l'evaluation. • Les participants seront plus disposes a mettre les recommandations en pratique parce qu'ils etaient impliquees dans leur elaboration. • Des liens plus etroits sont etablis entre la communaute et le projet. • Pour avoir participe au processus d'evaluation les differents acteurs se sent concernes et s'approprient des resultats. • Meilleure implication de l'equipe du projet apres l'evaluation • Meilleur rapport cout-efficacite du programme dans l'avenir • Des nouvelles orientations recommandees par l'evaluation sont mieux comprises et mieux acceptees par l'equipe de projet. • Les membres de l'equipe se sentent valorises. • Les lecons apprises et recommandations sont connues de tous. • Plan d'action mis en place a partir des resultats de l'evaluation. • Les resultats refletent l'avis d'un plus grand nombre de personnes. • Contribue au processus d'apprentissage continu pour le projet et pour l'organisation.

Les couts	Les benefices
	<ul style="list-style-type: none"> • Les recommandations sont mieux adaptees aux besoins du projet. • Permet d'obtenir le feedback effectif de la communaute. • Cree plus de contact, confiance et credibilite entre le projet et la communaute.

APPENDIX VI (HAITI):

Criteria for Selecting a Consultant to Facilitate a Participatory Evaluation

(The following criteria were defined in a group exercise by workshop participants.)

CRITERES POUR UN COORDINATEUR D'UNE EVALUATION PARTICIPATIVE

- POUVOIR PARLER LA LANGUE
- AVOIR DE COMPETENCE EN TECHNIQUE DE COMMUNICATION INTERPERSONNELLE ET EN EDUCATION DES ADULTES
- AVOIR DE L'EXPERIENCE EN EVALUATION PARTICIPATIVE
- AVOIR LA CAPACITE DE TRAVAILLER EN EQUIPE
- AVOIR LA CAPACITE DE GERER UN GROUPE
- AVOIR LA CAPACITE D'ECOUTE ET D'EMPATHIE
- AVOIR UN ESPRIT OUVERT ET TOLERANT
- AVOIR UN SENS PRATIQUE DE L'ORGANISATION
- AVOIR DES EXPERIENCES EN EVALUATION QUALITATIVE
- AVOIR UN BON ESPRIT D'ANALYSE ET DE SYNTHESE
- AVOIR UNE CAPACITE DE REDACTION DE RAPPORT
- AVOIR DES EXPERIENCES DANS LES PAYS EN VOIE DE DEVELOPPEMENT
- AVOIR UNE CAPACITE DE TRAVAILLER DANS LES CONDITIONS DIFFICILES PHYSIQUES ET PSYCHOLOGIQUES.



PHOTOGRAPHS

